



## PALMETTO STATE E-CADEMY

115 Atrium Way, Ste. 200  
Columbia, SC 29223

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	544 Students	
<b>Principal</b>	Dr. Michael Stagliano	803-227-6670
<b>Superintendent</b>	Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	843-720-1268

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>N/A</b>	<b>N/A</b>
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	N/A	69.9%	63.3%	N/A	N/A	N/A
Passed 1 subtest (%)	N/A	21.4%	23.3%	N/A	N/A	N/A
Passed no subtests (%)	N/A	8.7%	13.3%	N/A	N/A	N/A

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	N/A	N/A

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	179	205	N/A	N/A
Number of Graduates in Cohort	12	17	N/A	N/A
Rate	6.7%	8.3%	N/A	N/A

\*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	45.3%	.
English 1	76.9%	.
Physical Science	40.6%	.
US History and the Constitution	43.4%	.
All Tests	48.5%	.

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=544)</b>				
Retention rate	4.5%	Down from 10.8%	3.7%	3.7%
Attendance rate	68.3%	Down from 82.1%	95.3%	95.4%
Eligible for gifted and talented	0.0%	No Change	11.7%	12.4%
With disabilities other than speech	12.2%	Up from 9.2%	13.1%	12.8%
Older than usual for grade	29.6%	Up from 28.5%	9.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.1%
Enrolled in AP/IB programs	4.9%	Up from 4.5%	13.0%	13.1%
Successful on AP/IB exams	N/A	N/A	43.6%	50.4%
Eligible for LIFE Scholarship	N/R	N/R	30.9%	30.4%
Annual dropout rate	6.6%	N/A	3.5%	3.1%
Career/technology students in co-curricular organizations	0.0%	Down from 2.6%	1.3%	2.2%
Enrollment in career/technology courses	136	Down from 232	432	424
Students participating in work-based experiences	0.0%	No Change	12.9%	11.7%
Career/technology students attaining technical skills	35.3%	Down from 43.5%	77.5%	78.7%
Career/technology completers placed	N/A	N/A	97.2%	98.5%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	70.6%	Down from 90.0%	59.4%	60.4%
Continuing contract teachers	29.4%	Down from 60.0%	80.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	Down from 11.1%	5.4%	6.5%
Teachers returning from previous year	N/A	N/A	87.6%	86.8%
Teacher attendance rate	94.7%	N/R	95.2%	95.8%
Average teacher salary*	\$43,280	N/A	\$47,316	\$47,390
Professional development days/teacher	9.5 days	Up from 5.0 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	1.4	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	25.6 to 1	Down from 35.5 to 1	26.9 to 1	25.8 to 1
Prime instructional time	N/R	N/R	89.2%	90.1%
Dollars spent per pupil**	\$2,873	N/A	\$7,788	\$7,974
Percent of expenditures for teacher salaries**	41.7%	N/A	54.9%	55.4%
Percent of expenditures for instruction**	59.0%	N/A	60.5%	60.4%
Opportunities in the arts	Poor	Down from Good	Excellent	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	58.1%	Down from 99.9%	95.9%	96.0%
Character development program	At-Risk	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	N/A	N/A	239	48.5%	205	8.3%	No
Gender							
Male	N/A	N/A	96	52.1%	90	8.9%	N/A
Female	N/A	N/A	143	46.2%	115	7.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	171	55.0%	152	9.2%	N/A
African American	N/A	N/A	47	25.5%	44	6.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	32	28.1%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	106	56.6%	74	6.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Palmetto State E-cademy, a public charter virtual high school opened in 2008. Palmetto State E-cademy served students in grades 9-12. Since its founding, the mission of the school has not changed: "Provide South Carolina youth an opportunity to realize their potential in a superior online learning environment."

Our school's successes are many. Our Board of Directors and Executive Director, administration, faculty, staff, parents, and our students are continually searching for meaningful opportunities to improve upon our model of providing a world class education tailored to each student's personal schedule, ability level, and pace of learning. Our curriculum is robust, interactive, and features over 80 traditional and Advanced Placement offerings. Our students score as well or better on state and national assessments as their peers in brick-and-mortar schools. Likewise, students may choose from an array of extracurricular offerings with students within the borders of South Carolina and outside the state within a secure virtual and interactive environment called i-Quad. The graduating class of 2010 boasted eighteen graduates representing an appointment to the Governor's School for the Arts and acceptances into colleges and universities in state and out-of-state.

A key factor in our school's successes stems from the frequency of parent and student outreach provided by committed, dedicated, and passionate professionals from the ranks of our administration, faculty, and staff. Our teachers, all Highly Qualified, are subject area experts, technologically proficient, and our core instructors teach fulltime for Palmetto State E-cademy. Professional development for our faculty and staff is a first consideration for teaching excellence.

Our administration, faculty, and staff know that in order to sustain an exemplary virtual public charter school, team and relationship building must be ongoing and sincere. Our faculty, staff, and leadership teams look to parents and students for direction and improvement. We face each new school year with confidence and enthusiasm and an unwavering commitment to do what is best for our students.

Dr. Michael Stagliano, Principal and Chair of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	2	2
Percent satisfied with learning environment	N/R	I/S	I/S
Percent satisfied with social and physical environment	N/R	I/S	I/S
Percent satisfied with school-home relations	N/R	I/S	I/S

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 0 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	18.3%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	14.9%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	103	86.4	12.3	37	24.7	26	63	63.9	65.9	No	No
Male	45	82.2	16.7	46.7	23.3	13.3	53.3	64.1	60.8	N/A	N/A
Female	58	89.7	9.3	30.2	25.6	34.9	69.8	63.7	71	N/A	N/A
White	81	86.4	12.1	32.8	25.9	29.3	65.5	64.4	77.5	No	No
African American	14	85.7	20	60	20	0	30	52.2	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	11	72.7	28.6	71.4	0	0	14.3	26.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	41	90.2	10.3	48.3	13.8	27.6	58.6	59.6	51.5	I/S	No

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	103	86.4	31.9	34.7	18.1	15.3	45.8	49.1	62.3	No	No
Male	45	82.2	40	40	10	10	30	47.9	61.7	N/A	N/A
Female	58	89.7	26.2	31	23.8	19	57.1	50	63	N/A	N/A
White	81	86.4	26.3	33.3	22.8	17.5	52.6	53.9	75	No	No
African American	14	85.7	60	40	0	0	10	23.5	44	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	11	72.7	71.4	28.6	0	0	0	14.6	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	41	90.2	41.4	31	20.7	6.9	44.8	44.1	48.1	I/S	No

Physical Science (End-of-Course Test performance by Group)

All Students	104	64.4	71.6	14.9	7.5	6.0	13.4	N/A	N/A	N/A	N/A
Male	46	73.9	76.5	11.8	5.9	5.9	11.8	N/A	N/A	N/A	N/A
Female	58	56.9	66.7	18.2	9.1	6.1	15.2	N/A	N/A	N/A	N/A
White	81	63.0	66.7	17.6	9.8	5.9	15.7	N/A	N/A	N/A	N/A
African American	15	73.3	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	63.6	85.7	14.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	41	68.3	67.9	21.4	7.1	3.6	10.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	169	60.4	10.5	28.1	42.1	19.3	66.7	65.6	61.8
	2010	103	86.4	12.3	37	24.7	26	63	63.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	169	59.8	25.5	32.7	25.5	16.4	50.9	56.3	62.7
	2010	103	86.4	31.9	34.7	18.1	15.3	45.8	49.1	62.3

\* Adjusted to account for natural variation in performance.